

**CLOSING  
THE HISPANIC  
ACHIEVEMENT GAP  
THROUGH ENGLISH IMMERSION**

**PRESENTATION BY  
JOHANNA J. HAVER**

**[j.haver@cox.net](mailto:j.haver@cox.net)**

**ESSA CONFERENCE  
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## Johanna J. Haver Bio

### Author of three books:

*Vindicated: Closing the Hispanic Achievement Gap through English Immersion* (Rowman & Littlefield, 2018)

*English for the Children* (Rowman & Littlefield, 2013)

*Structured English Immersion* (Corwin Press, 2003)

### Other writings:

Online biography of Arizona architect Bennie Gonzales for *Modern Phoenix* (2014)

Columns for the *Arizona Republic*, the *East Valley Tribune*, and the *San Francisco Daily Journal*

### Teaching Experience over 32 years:

German, Latin, reading, English, and ESL

*Gymnasium* in Essen-Steele, Germany

High school in Himeji, Japan (Sister City program)

Presently member of the Maricopa County Community College District Governing Board

**Norma Alvarez** - Glendale City Council member (2011-2015)

**Frances Amabisca** - Supt of Avondale Schools (1981-1987)

Valley Business and Professional Women “Woman of the Year (1981)

**Hector Ayala** - AP English teacher in Tucson Unified School District (from 1986), chosen Cholla HS students’ “2014 Teacher of the Year;” columnist for the *Tucson Citizen* (1993-2009)

**Raul Castro** - AZ Governor (1975-1977) and US Ambassador to Argentina (1977-1980)

**Margaret Garcia Dugan** - Glendale HS Principal (1992-2002); Arizona Deputy Superintendent of Public Instruction (2006-2008); Chief of Staff to the AZ Attorney General (2011-2015)

**Bennie Gonzales** - Architect of acclaim (1958-2008)

**Alfredo Gutierrez** - Arizona State Legislator (1972-1986); MCCCDD Governing Board (2013-2017)

**Joseph Guzman** - MI State Professor (2011-2018); Ph.D. in Economic Analysis and Policy at Stanford University (2000)

**Adela Santa Cruz** - Arizona Department of Education Deputy Associate Superintendent and Director of Program Effectiveness (2006-2013)

## **LAWS AND LEGAL DECISIONS**

**The Bilingual Education Act, Title VII, 1968 (Amendment to the ESEA of 1965)**

**Lau vs. Nichols, 1974 (Lau Remedies)**

**Amendment to the Bilingual Education Act, incorporated into the Total ESEA of 1974;**

**US Rep Herman Badillo, US Sen Edward Kennedy, and  
US Sen Walter Mondale**

**Transitional Bilingual Education Mandates:**

**Massachusetts, 1971**

**California, 1972**

**Texas, 1973**

**New Jersey, 1974**

**Variations of Bilingual Mandate: Alaska, Connecticut, Illinois,  
New York, Washington, and Wisconsin**

## THEORY VS. RESEARCH

### American Institutes for Research Study, 1977

286 Spanish/English bilingual programs in operation for at least 4 years; scored worse in English; no better in other subjects

Threshold Hypothesis Theory - Jim Cummins, Univ of Toronto; Stephen Krashen, USC

- “Literacy and other skills transfer to second language only after a minimum level of academic proficiency has been achieved in the first language.”
- Data regarding Finnish students in Sweden showed a 28% increase in students needing extra help (from 41% to 69%)
- Study by Wayne Thomas and Virginia Collier in 1995 of long-term achievement of language minority students in 5 large US school districts

## **“Mystery on the Bilingual Express: A Critique of the Thomas and Collier Study” by Christine Rossell, Boston University**

- **Not true longitudinal study that covers eleven grades as claimed**
- **Results were discarded, without explanation and details of omissions, making replication impossible**
- **Lengthy and fallacious criticisms of the scientific method are made as justification for not using proper research methods**
- **Likelihood that only top Hispanic students in bilingual programs compared to most of the students enrolled in immersion programs**
- **Test scores unreasonably high, indicating those of native speakers had been included with those of LEP students; thus, results cannot be considered valid**

## **National Research Council Study, 1997**

**Kenji Hakuta and Diane August, Stanford Univ College of Ed, and 12 other scholars examined research on ELLs collected by US Dept of Ed over 29 prior years:**

- **No advantage of teaching ELLs in native language**
- **No advantage of emphasizing cultural and ethnic differences; results in stereotyping and reinforces differences**
- **Systematic phonics most effective for ELLs in developing literacy**
- **Teachers of a minority group no more effective than other ELL teachers**
- **US Dept of Education's management of bilingual education research has been total failure**

## **“The Labor Market Effects of Bilingual Education,” 1998**

**Mark Hugo Lopez, Ph.D. in Economics, Princeton Univ;  
presently Director of Hispanic Research at Pew Institute**

**Marie Mora, Ph.D. in Economics, Texas A&M Univ; Prof  
of Economics at Univ of Texas**

- **Based on data collected in 1980 by the National Center for Educational Statistics regarding 50,000 HS ELL Sophomores & Seniors**
- **Information on ELLs – 10 years after HS**
- **Bilingual education ELLs earned considerably less than those who learned exclusively through ESL or immersion instruction**



**“Learning English,” 2002 study by Joseph Guzman,  
Ph.D. in Economic Analysis and Policy, Graduate School  
of Business, Stanford Univ:**

- **Best performance – Hispanic ELLs who made rapid transition to English through ESL or English immersion**
- **Outcome considerably worse for ELLs who switched from one program to another**
- **Positive returns of bilingual education instruction outweighed by associated costs of delaying transition to English**
- **By not attending to deficiencies in English by age five or six, catching up problematic**
- **Mixed results could be due to confusing the beneficial effects of growing up in a bilingual household with the negative influences of bilingual education**
- **Maintaining Spanish at home while learning English as quickly as possible at school presents best possible outcome**

## CA ENGLISH FOR THE CHILDREN

**Ron Unz**, Silicon Valley Financial Software Developer (1996 – 2002)

- **LA Times** “80 Students Stay out of School in Latino Boycott” Ninth Street School in downtown LA (February 14, 1996)
- **Alice Callaghan**, Episcopal priest – Las Familias del Pueblo, a community program
- **Cochair Gloria Matta Tuchman**, CA Hispanic educator and advocate for English immersion
- **Honorary Chairman Jaime Escalante**, *Escalante: The Best Teacher in America* and movie *Stand and Deliver* (1988)
- **Honorary Chairman Fernando Vega**, respected politician in San Francisco
- **Boston Univ Professor Christine Rossell**, Cowriter of CA Prop 227

## CA PROPOSITION 227

- learn English by being taught in English
- ELLs taught separately through SEI during a temporary transitional period not normally intended to exceed one year
- Waivers: children who already know English, children at age 10 or older, and special needs children
- Parents must apply for waiver at school
- Schools must provide full descriptions of materials and programs
- Students must be in English classroom at least 30 days before allowed to change
- \$50 million for 10 years for adult education
- Parents or guardians have legal standing to sue school officials for enforcement
- Any elected school board member to be held personally liable

### **Supporters:**

- **CA Latino population: Unz opposed Prop 187 and Governor Pete Wilson in 1994 primary**
- **CA Governor Pete Wilson**
- **LA Mayor Richard Riordan**

### **Opponents:**

- **Mexican American Legal Defense and Educ Fund**
- **CA Bilingual Education Association**
- **American Civil Liberties Union**
- **California Latino Civil Rights Network**
- **Educational Alliance for CA School Boards**
- **CA Association of School Administrators**
- **CA Federation of Teachers**
- **CA Teachers Association**
- **A. Jerrold Perenchio, Univision**

## CA PROP 227 OUTCOME

Landslide Victory with 61% of the Vote

Unz spent \$1,250,000, mostly on gathering nearly 8 hundred thousand signatures

Opposition spent \$4.4 million, mostly on advertising and voter contact. In addition, free airtime for editorials protesting 227 on Univision worth \$1-2 million

Lawsuits followed over next 5 years:

- *Valeria v. Wilson*
- *CA Teachers Assoc v. CA Board of Ed*
- *McLaughlin v. CA Board of Ed*

Political Action:

- Nancy Ichinaga at CABE conference
- CA Board of Ed's attempt to undo 227
- Assembly Bill 2711

## RESULTS OF CA PROP 227 :

- ELLs in bilingual education: 29% in 1997, 10% in 2001, and only 5% in 2008
- In spite of huge increase in immigrant children, ELL numbers dropped from 1.4 million in 2011 to 1.3 million in 2015
- Educating 50% of all US ELLs in 90s; Educating 24.5% by 2013
- Reclassification to English proficient, 5% in 1995; on average from 2007-2015, 33%
- From 2007-2013, former limited ELLs on average who had been reclassified for 1-2 years scored proficient in reading on state tests at 62.1% (compared to *All* students at 59.2%); in math, 61% (*all* students, 55.15%)
- 69% of ELLs graduated from HS in 2015 (nearly 4 points above national average)
- Passed Prop 58 in 2016

## ENGLISH FOR THE CHILDREN - AZ (1998):

- Chair Maria Mendoza
- Cochairs Hector Ayala, Margaret Garcia Dugan and Norma Alvarez

Landslide victory with 63% of the vote

English for the Children spent \$229,789; opposition, \$348, 848

Proposition not implemented

1st Waiver misinterpreted:

**“CHILDREN WHO ALREADY KNOW ENGLISH: THE CHILD ALREADY POSSESSES GOOD ENGLISH LANGUAGE SKILLS, AS MEASURED BY ORAL EVALUATION OR STANDARDIZED TESTS OF ENGLISH VOCABULARY COMPREHENSION, READING, AND WRITING, IN WHICH THE CHILD SCORES APPROXIMATELY AT OR ABOVE THE STATE AVERAGE FOR HIS GRADE LEVEL OR AT OR ABOVE THE 5TH GRADE AVERAGE, WHICHEVER IS LOWER;”** [Non-restrictive appositive due to commas]

## ***Flores et al. vs. the State of Arizona et al.***

In 1992, plaintiffs accused AZ of violating the Equal Education Act (based on *Lau v. Nichols*), 1974

- Not providing ELLs with adequate program

In 2000 plaintiffs won; District Judge Marquez created consent order, required cost study

Legislature objected; put forth three bills

Gov Napolitano accepted HB 2064 in 2006

Back and forth due to appeals

**US Supreme Court heard case in 2009:**

- “Sea Change” had occurred in Nogales schools due to switch to new superintendent Kelt Cooper and SEI instruction
- Nogales, not entire state; praised for SEI models created by AZ ELL Task Force
- Sent back to district court regarding Nogales

In 2013 District Judge Collins granted state relief; 9<sup>th</sup> Circuit Court complied in 2015



## ARIZONA STATISTICS

112,522 ELLs in 1999; 83,500 ELLs in 2017

73% of ELLs Spanish-speakers

45-47% of total school population, Hispanic

4% reclassified as English proficient in 1999; 29% on average from 2007 to 2015

State Test Reading proficiency of former ELLs of 1-2 years, average rate from 2007 to 2015, 65% (*All students, 70%*); math proficiency, 55% (*All students, 60%*)

ELL grad rate 32% in 2016; 568 senior ELLs missed mark

## NOGALES SCHOOLS:

- Spanish elective from 6<sup>th</sup> grade through HS
- 32% completed and 47 passed AP exam (2018)

## Maricopa County Community Colleges:

- Hispanic enrollment, 39,707 (33%) in 2017
- At least 45% Spanish-speakers; 2,540 (DACA)
- Measuring up to non-Hispanic whites in reading and English (slightly lower in math)

## NEW YORK CITY

160,000 out of 1.1 million classified as ELLs in 2000; 85% Spanish-speaking; 51% in Transitional Bilingual Ed (TBE)

Restrictions regarding ballot measures:

- Citizens ballot measures not allowed in NY
- No organized group in support of movement
- ASPIRA federal consent decree (1974)

Reclassification rates of TBE and ESL students (Task Force Longitudinal Study 1991-1999):

	TBE	ESL
Kindergarten:	73%	84%
1st graders:	62%	80%
2 <sup>nd</sup> graders:	42%	76%
3 <sup>rd</sup> graders:	44%	70%

New York City civic leaders sought solutions:

- Parents allowed to choose program
- New intense English immersion programs
- More qualified teachers for dual language

## **NEW YORK CITY**

**ELL Reclassification rate to English proficient improved from 3.7% in 2003 to 13.4% in 2008**

**Spanish-speaking ELLs, lowest achievers— only 26% reached proficiency by 4<sup>th</sup> grade - Chinese speakers, 46%; Korean speakers, 50%; Russian speakers, 34%; Haitian Creole, 25.3**

**“long-term,” 6 years or more in program, Hispanics at 84% in 2008; 80.3% in 2015**

**NYC Dep of Ed (Chancellor Carmen Farina):**

**Increased dual language from 150 to 190 in 2015; added 29 dual language and 9 TBE in 2016; added 39 dual language and 29 TBE in 2017**

## **NEW YORK STATE**

**Average rate of reclassification to English proficient from 2007 to 2015, 16%**

**State Test Reading proficiency of former ELLs of 1-2 years, average rate from 2007 to 2015, 46.8% (*All students, 65.1%*); math proficiency for same period, 57.8% (*All students, 71%*)**

## COLORADO AMENDMENT 2

Denver Public Schools (DPS) Board of Education member Rita Montero led movement

Montero and DPS superintendent negotiated in 1999 a compromise with Office for Civil Rights (OCR) regarding how long students remained in TBE, costing the district more than \$100,000:

- Teachers allowed to use measures other than standardized tests to determine exit from TBE
- Extensive training of teachers
- School authorities allowed to exempt some students from goal of mainstreaming in 3 years

New Superintendent Chip Zullinger submitted \$3.3 million for grant increasing bilingual education without Board approval:

Superintendent fired by Board but paid \$140,000-per-year-salary to complete contract; Board accepted grant

Amendment 2 defeated by voters 56% to 44%:

- Allowed parents 10-year window to sue
- Dual language parent contributed \$3 million

## **COLORADO ENROLLMENT**

**2008-2016: 9.3 increase to 899,112 students;**

**ELLs, 24% increase to 101,228 students**

## **DENVER PUBLIC SCHOOLS(DPS) ENROLLMENT**

**Increase from 30,000 in 2012 to 40,825 in 2016; 85% identified as Hispanic**

**Elementary K-5 enrollment: 52% in TBE; 42% in some form of ESL; fewer than 1% in dual language; 4% (978) in no programs**

**Percentage of TBE instruction in English:**

**Kindergarten, 10%**

**3<sup>rd</sup> Grade, 50%**

**1st Grade, 30%**

**4<sup>th</sup> Grade, 60%**

**2<sup>nd</sup> Grade, 35%**

**5<sup>th</sup> Grade, 60%**

**Dual language decreased from 6 to 3 schools: two had closed because of poor performance**

## **OCR Federal found problems with DPS**

- **In 2012, thousands of ELLs – mostly Hispanic students – not met reading comprehension requirements and not enrolled in court-mandated classes**
- **In 2014, impossible to adequately assess achievement of previous years because new tests and data not tracked**
- **One-in-three ELLs had not made progress on English skills for two years**

## **State test CMAS given in Spanish to ELLs in TBE:**

- **Reading, grades 3<sup>rd</sup> and 4<sup>th</sup>**
- **Math, science, and social studies, grades 3-11**

## **CO State Statistics:**

**Average rate of reclassification to English proficient from 2008 to 2015, 17% for *All ELLs* (only 12% for ELLs in federal Title III programs)**

## **MASSACHUSETTS**

### **QUESTION 2 CAMPAIGN (2001-2002)**

- **Chair Lincoln Tamayo – Principal, Chelsea HS**
- **Cochairs Christine Rossell; Rosalie P. Porter**
- **Support from Mitt Romney Campaign for Governor**

**Opposition: Tim Duncan, child in Amigos dual-language school; several education groups; US Sen Edward Kennedy and US Sen John Kerry**

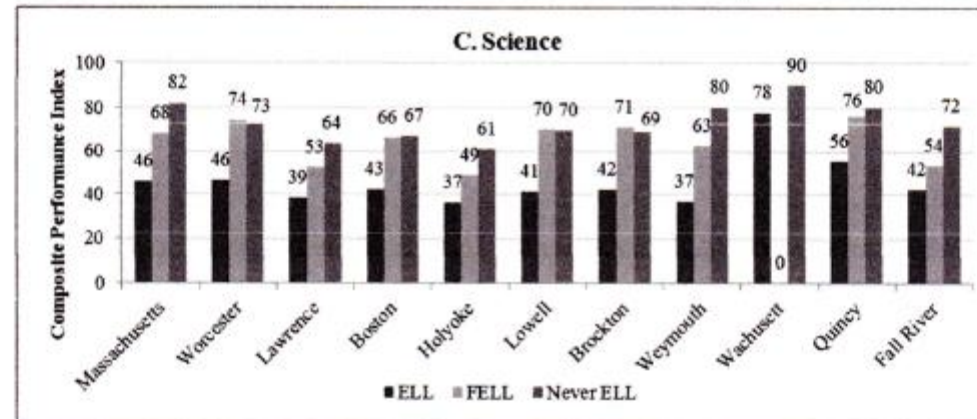
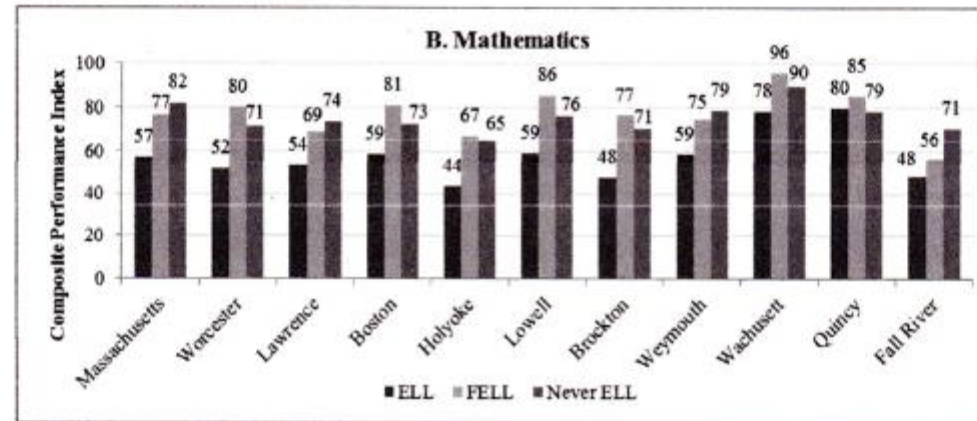
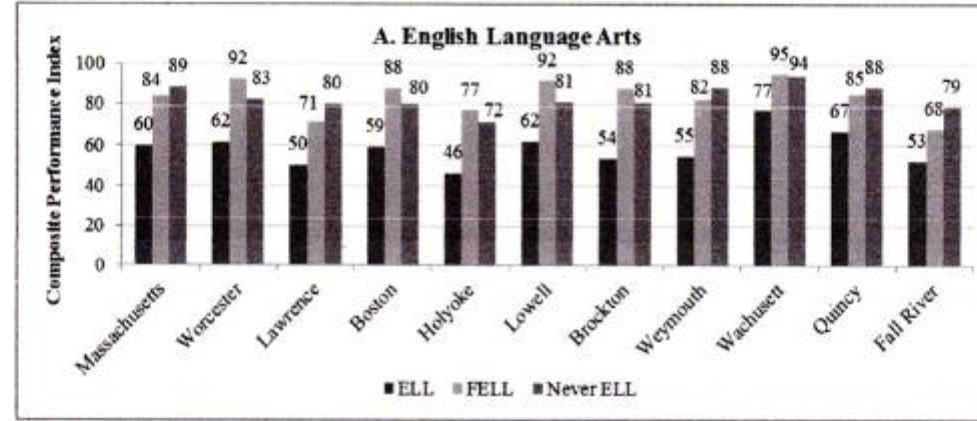
**Outcome: Passed 68% to 32%**

**Minus Mitt Romney ads, campaign spent \$425,000; opposition, \$725,000**

### **MASSACHUSETTS MIRACLE (2005-2015):**

- **MCAS (1993-2015); MCAS 2.0 (2016)**
- **Foundations of Reading (2002)**
- **NAEP – 1<sup>st</sup> in grades 4 and 8 in reading and math for 6 consecutive years**
- **TIMSS – grade 8, top in math and science**
- **PISA – grade 8, top in reading and science**

Figure 11. MCAS Composite Performance Index for ELLs, Former ELLs (FELLs), and Students Who Were Never ELLs in English Language Arts, Mathematics, and Science, by Selected Districts and Statewide (2013–14)





## **ADDITIONAL INFORMATION REGARDING MA SCHOOLS:**

**Race to the Top \$250,000,000 guaranteed for adopting Common Core English and math standards (2010); MCAS 2.0 (2016)**

**Enrollment of ELLs in MA schools increased from 49,297 in 2004 to 75,947 in 2014 (54% increase)**

**NAEP ELL reading scores:**

**4<sup>th</sup> grade, 32% basic or above in 2003; 50% in 2007**

**8<sup>th</sup> grade, 24% basic or above in 2003; 40% in 2007**

**Higher than national average of NAEP in 2015**

**4<sup>th</sup> grade, 44% basic or above (by 12 % pts)**

**8<sup>th</sup> grade, 32% basic or above (by 7% pts)**

**Average rate of reclassification to English proficient from 2007 to 2015, 34%; All ELLs, 31%**